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find the exercises of this book highly satisfactory. Those, however, who believe that geometry should be taught in relation to its practical uses in the world's work, through the solutions of real applied problems, will find practically no such problems in this text.

The theory of limits is used in rigorous proofs of theorems with "incommensurable" cases. These proofs might be omitted, however, by those teachers who have found such proofs too difficult to be really understood by young high-school students.

This book differs from some of the other newer texts in that it does not introduce the trigonometric ratios in connection with the treatment of similar triangles.

The many historical notes and pictures of famous mathematicians given in the text give life and interest to the work.

The Teaching of High School Mathematics. By GEORGE W. EVANS. Boston: Houghton Mifflin Co., 1911. Pp. x+94. \$0.35.

This little book is one of the Riverside Educational Monographs, edited by Dr. Henry Suzzallo, who contributes an introduction. To quote from this introduction:

"The chaotic condition in which the discussions of the past decade have left the subject of mathematical teaching suggests the desirability of presenting, in small compass, a systematic restatement, not merely in terms of a general theory, but also in the more useful form of a series of concrete suggestions as to the material and methods to be used. This volume is offered with the assurance that it serves this definite purpose."

The book is a strong appeal for the application of common sense in throwing off the yoke of tradition in the teaching of secondary mathematics. It deals with the present large movement in the teaching of secondary mathematics to provide a more immediate application of the knowledge acquired. It contains much material of practical value to the teacher regarding the character of the content and the arrangement of the course of study which will conform to the modern trend in the teaching of secondary mathematics.

School Algebra. By FLETCHER DURELL. New York: Charles E. Merrill Co., 1911. Pp. xviii+507. \$1.10.

"The main object in writing this *School Algebra* has been to simplify principles and give them interest, by showing more plainly, if possible, than has been done heretofore, the practical or common-sense reason for each step or process." The book devotes over one hundred and thirty pages to the discussion of the fundamental principles.

One prominent feature of the book is the numerous and thorough reviews. Many examples require a frequent review of the principles of arithmetic.

Much use is made of so-called "informational" problems. A special feature is a collection at the end of the book of numerical facts in various departments of knowledge, for use by the teacher in making up problems. Formulas in arithmetic, geometry, physics, and engineering are included, which may be made the basis of good real problems in algebra. But the problems of the type usually made from the former, or "informational facts," many of which are found throughout the book, are not in any sense real problems, and are of questionable value. The following is an example: "If 112,216 sq. mi. are added to 24 times the area of the British Isles, the